

Tuzigoot Field Trip

Being a Detective and Trading to Survive

Agenda and Activities

Schedule of On-site Activities:

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|--|------------|
| ▪ Introduction | 15 minutes |
| Break into 2 even groups | |
| ▪ Group A: Being a Detective (Scavenger Hunt) | 25 minutes |
| ▪ Time to change groups | 5 minutes |
| ▪ Group B: Trading to Survive | 25 minutes |
| After each group completes their first activity, then they will trade activities and complete the second activity. | |
| ▪ Wrap up | 5 minutes |

Introduction (10 minutes)

Short summary History of Tuzigoot

Bathroom locations

Safety: Hats, water, staying on the trail, staying with Ranger or Teacher.

Behavior expectations (being a courteous listener – when someone else is talking, wait for your turn; stay with your group).

Preview the day's program

Activities

See Lesson Plans for each activity and material needed.

Wrap Up

See Lesson Plans for each activity's "Wrap Up"

Universal Concepts

-Cultures, survival

Tangibles:

- Trading cards
- Tribe posters

Intangibles:

- Survival
- Trading
- Culture

**Theme Statement/CDRI
(Cohesively Developed
Relevant Idea):**

-Through trade prehistoric cultures could supplement survival and obtain luxury items.

Supplies:

- Tribe posters
- Trading cards

Vocabulary

- Market place
- Drought
- Economy
- Cotton
- Obsidian
- Amaranth
- Pit house

State Standards:

Social Studies: 4th grade

Strand 1, Concept 2:

Early Civilization

PO 2. Describe the cultures and

contributions of the Hohokam (trade networks).

Strand 4, Concept 4:

PO4. Describe the cultural characteristics (eg., food, clothing, housing, sports, customs, beliefs) of Arizona diverse populations.

PO5. Describe the major economic activities and land use patterns (e.g., agriculture, industrial, residential, commercial, recreational, harvesting of natural resources) of regions studied.

Trading to Survive Native People at a Market Place

Discussion

Discussions focus on the various products obtained by the different Native People based upon their environment. Also discuss the necessity of trading products to survive (needs vs. wants and what if there was a drought).

Activity

Ranger will briefly tell students the background information on trading and its purpose. Trading cards with pictures and names of the product will be passed out to students. They will look on the Cultures People Posters for information on which nation produced what kind of product. Students will place their trading cards by the correct poster. Once all cards have been placed, the students will count off 1-4 for placements into groups. Each group will take a poster and its trading cards to a designated area. The groups will be given a couple of minutes to discuss among themselves their strategy for what products they need to obtain and how much of their product they would be willing to trade away. The Ranger would then call on one group at a time to go to the other Cultures to trade. Once all the trading has taken place the Ranger would call on each nation to explain their choices.

Optional (if time allows): Ranger will reset the trading cards and tell the groups that one area has had a drought (or a surplus) and have the groups trade a 2nd time with the new environmental factors in mind.

Background

The region is a large desert. Different Cultures live in different regions of the desert. The Cultures have different resources found in their region which is not found in other areas. In order to survive, they need to trade products they produce to other Cultures who will then trade for some of their products. Point out to students the abundance of agricultural products may change from year to year based upon drought or a rainy season (surplus and shortfall). The Cultures then have control over these resources.

References:

1. C. Waldman, 1985, Atlas of the North American Indian. Civilizations of the Southwest. P.16-18.
2. Teachers' Guide p.47 Let's Trade activity.
3. Agave articles/Personal Communication with Wendy Hodgson
4. TONT websites: <http://www.nps.gov/tont/planyourvisit/park-brochure.htm>
<http://www.nps.gov/tont/historyculture/index.htm>
5. "The Sinagua" by Chris Downum, published by Northern Museum of Arizona
6. CAGR websites: <http://www.nps.gov/cagr/forkids/what-is-trade.htm> and
<http://www.nps.gov/cagr/forkids/what-is-trade2.htm>

Trade Cards Values: (Values found on back of cards)

Corn (everyone has this, but there are times of drought where there is less)

Beans (everyone has this, but there are times of drought where there is less)

Amaranth (everyone)

Clothing (everyone)

Cotton (everyone)

Animal skins (everyone)

Seashells (Hohokam)

Jewelry (everyone)

Pottery-painted (Hohokam, Ancestral Puebloans, Salado)

Pottery-plain (Sinagua)

Salt (Sinagua)

Agave (Hohokam and Sinagua)

Obsidian (Ancestral Puebloans)

Weavings (Sinagua, Salado)

Sandals (everyone)

Rope (everyone)

Seeds (everyone)

Native Cultures:

SALADO- (Sierra Ancha near Lake Roosevelt – Tonto National Monument)

From Tonto's websites:

"By 1275 thousands of people lived in Tonto Basin. Archeologists refer to this mixed-cultural phenomenon as Salado.

During the early 1300s climate favored the people of the basin. Moisture increased farming potential, and plant and animal populations flourished. Then around 1330 a dramatic change occurred. The region became more arid - lowering water tables. The changing climate decreased farming and increased hunting and gathering, severely impacting the ecosystem. Important plants and animals declined or disappeared. Competition for dwindling resources created stress among the villagers.

As tensions grew, people left their smaller villages and crowded into communities on the valley floor. At the same time people aggregated in the Tonto cliff dwellings. Some built defensive walls around villages, while others built on defensible hilltops and in caves. During the late 1300s resource depletion intensified, and populations declined.

The 1300s were also marked by catastrophic flooding of the Salt River that destroyed lowland farms and villages. When the waters receded, many of the 100-year-old irrigation canals were undermined or destroyed, and hundreds of acres of farmland were useless. By 1450 those struggling to maintain their way of life gave up - and another migration began. Oral histories say this migration from Tonto Basin took their ancestors in many directions, guiding each to the place their descendants now call home.

The cliff dwellings at Tonto National Monument are but two of hundreds of once-thriving communities in Tonto Basin. Preserved and protected by the National Park Service, they stand as icons of people who flourished and struggled as their world changed.”

“The people farmed in the Salt River Valley and supplemented their diet by hunting and gathering native wildlife and plants. They were fine craftsmen, producing some of the most exquisite polychrome pottery and intricately woven textiles to be found in the Southwest. Many of these objects are on display in the Visitor Center museum.

The monument is located in the Upper Sonoran ecosystem, known primarily for its characteristic saguaro cactus. Other common plants include cholla, prickly pear, yucca, agave, ocotillo, and an amazing variety of colorful wildflowers.”

HOHOKAM-(Desert Lands by Gila and Salt River Valleys – Casa Grande and Saguaro parks). Following from CAGR website (they have a great drawing of a pit-house on History and Culture webpage which should be used for the Culture Poster): “Desert dwellings changed over time. The earliest types consisted of large oval pits dug several feet into the ground. A brush and pole framework covered the pit, and a layer of mud was applied to the outside. Appropriately, these structures are called “pit houses.” Though pit houses continued to be used, by the 1100's more permanent, above-ground structures began to be built. Using caliche, a natural concrete-like material found under the top soil throughout this region, they built houses with solid walls and flat, caliche-covered roofs.” We think of this structure as adobe today.

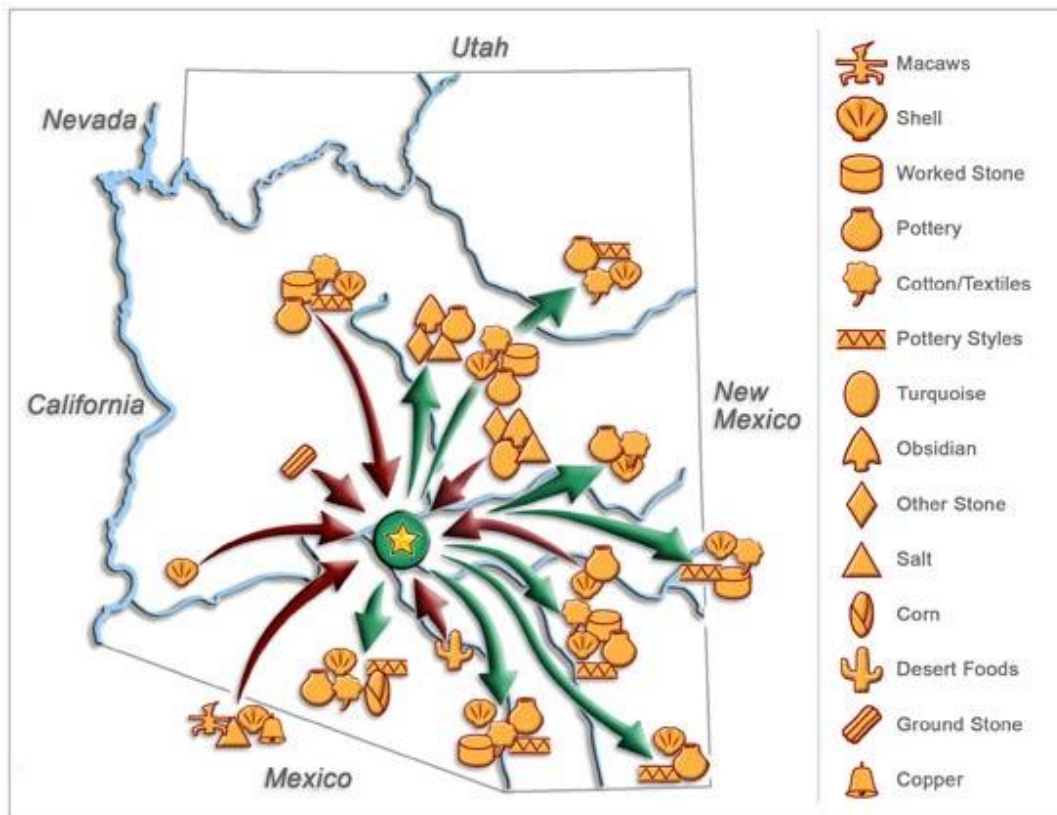
Mostly agriculture was made possible by the use of irrigation. Agriculture-corn, beans squash, and cotton. Also (from CAGR website): “The ancient Sonoran Desert people had to have something to exchange, so they produced and traded large storage jars, pottery with intricate designs, and even jewelry made from seashells. The exchange systems they established reached their maximum extent between AD 800 and 1000, and items they created have been found hundreds of miles from their homeland.”

ANCESTRAL PUEBLOANS-(Ancient Ones Four-Corners Area – High mesas and deep canyons – Canyon de Chelly, Navajo, Mesa Verde, Chaco, etc. parks). They would have obsidian to make arrowheads etc., weaved baskets for food containers, sandals from vines and yucca. They lived in pueblos and cliff houses made from mud mortar and stone with beamed roofs and ladders for entries.

SINAGUA – (Verde Valley and a bit north – MOCA/TUZI as well as Wupatki NM) They lived in cliff dwellings and pueblos. They had access to a salt mine, are known for their excellent cotton and yucca weavings. There is evidence of agave specialization my village (eg., one village has a sweet variety and another village has a strong fiber variety). The following is from the article “The Sinagua” by Christian Downum:
“Although specific patterns were highly variable, the Sinagua always made their living from some combination of hunting, gathering and farming. Wild plants were also a significant part of the singuan diet. A minimum list of staples would have included pinon nuts, grass seeds, prickly pear and cholla fruit, greens and seeds from annual plants such as goosefoot and amaranth, agave hearts and the berries and leave of many shrubs.

Perhaps the most important aspect of Sinagua subsistence was agriculture. They practiced highly effective farming techniques, such as irrigation, floodwater farming and dry farming.” No Sinaguan population ever seems to have relied exclusively on hunting and gathering or on agriculture alone. Instead they made diversity their strength.”

From CAGR website (<http://www.nps.gov/cagr/forkids/what-is-trade.htm>):



Tuzigoot Pre and Post Activities

These are activities to be distributed to the teacher a week before the field trip. Teachers would have their students complete the Pre-activity to help the students become more familiar with the area they will be visiting. The Post Activity will be a good way for the teacher to assess student learning of the field trip.

Pre-Activity for Trading and Detective Scavenger Hunt

Go to the Tuzigoot National Park website and view the virtual tour (computers will need QuickTime installed to navigate the QTR 360 ° images which reflect the text below them) found at www.nps.gov/tuzi/photosmultimedia/virtualtour.htm to give students some background information about the area and what is to be expected. Discuss with students how sometimes they trade objects (lunch items, stickers, baseball cards, toys) with one another and why they do this. Ask them to imagine trading for survival and what kinds of things they may need/want to trade today in order to survive (no money to purchase anything). If that concept is hard for them to imagine, try asking them what their favorite dinner or dessert is. Then tell them that the only way to get that food is by trading something with their neighbor. What would they be willing to part with to get that food?

Post-Activity for Trading and Detective Scavenger Hunt

Students will pretend they are reporters by writing a newspaper article about their field trip to Tuzigoot. The article should include information they learned while on the field trip, their favorite part and their favorite plant or animal.